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ABSTRACT

Because of the emerging emphasis on career education, educators are becoming more interested in what is being done in both local and state programs. This document is the result of a series of on-site visits made by the North Carolina center staff to projects in 30 states and a review of self-studies submitted by the projects. Synopses of the self-studies are provided for 39 programs located in 10 U.S. Office of Education regions. Basic information includes grade levels, program goals, general characteristics, and a contact person for further information. In-depth descriptions are anticipated in a future publication. (GEB)

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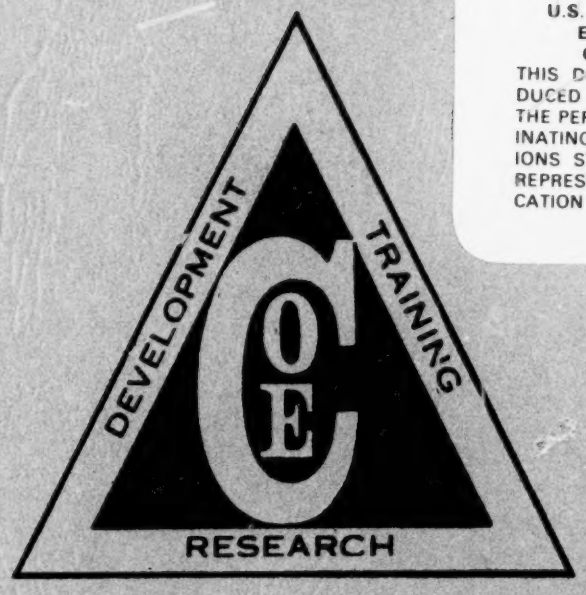

SYNOPSES OF SELECTED CAREER EDUCATION PROGRAMS

A National Overview of Career Education

Robert L. Morgan
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Mollie W. Shook
Brenda Sargent

Editors

Career Education Volume 1

NATIONAL CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh

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The editors wish to express their appreciation to the individual project directors who submitted the descriptive information for this report. Without their assistance, this publication would not have been possible. While some of the programs may have changed since the submission of this descriptive material, the thumbnail sketches provided by the project directors give a clear picture of these dynamic career education efforts.

The editors are indebted to Miss Kathy Woodson, Mrs. Elaine Hill, and the entire Center for Occupational Education clerical and technical staff for their efforts toward the publication of this paper.

Special thanks are due Mrs. Brenda Sargent, whose name appears on this publication as a junior editor, for her role in synthesizing and preparing the material for publication.

Robert L. Morgan
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SYNOPSES OF SELECTED CAREER EDUCATION PROGRAMS

A National Overview of Career Education

INTRODUCTION

Because of an emerging emphasis on career education both on the part of the United States Office of Education, state education agencies and local education agencies, there is an increased interest on the part of many educators to discover "where it's at" among school systems, both local and state, which are now implementing programs in career education.

From January to May, 1972, the National Center for Occupational Education, North Carolina State University, conducted a series of on-site visits to career education projects in 30 states. Prior to visitation, these projects submitted self-studies of their career education projects to the Center. In an effort to assist both state and local education agencies in determining, "where it's at," the Center Education Project staff of the National Center for Occupational Education has compiled synopses of these self-studies.

Additional information about the projects discussed in this publication may be secured by writing directly to the individual project directors.

In a forthcoming publication all of the projects highlighted in Volume I will receive in-depth description. This future publication should also be of benefit to both state and local education agencies as they implement programs in career education.

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The career education program spans grades 1-12 and is divided into four segments: grades 1-6, 7-8, 9-10, and 11-12. One-hundred percent of the elementary and junior high students are involved in the program while only 50% of the high school participates.

The broad goal of the program is to develop the vocational maturity of all students through four phases: first, to give them a clear picture of their capabilities and potential; second, to expose them to positive attitudes regarding the role of work; third, to provide an opportunity while in school to explore; and fourth, to provide while in school the opportunity to actually develop a marketable skill. Each of these phases corresponds to the four respective grade segments.

The career education concept is being assimilated through an intensive effort to restructure curricula. Some of the curriculum changes which took place include: the adaptation of the "Technology for Children" findings into regular elementary curriculum; the adaptation of the Ohio State Plan for Home Economics; the adaptation of the Maryland Plan for junior high; the expansion of the Industriology Concept developed by Wisconsin State University and the development of a vocational English course by both English and vocational education staff. Also, a special class for seniors has been added to give them a chance for personal examination and to supply them with pragmatic information.

Among supportive services available to students are a full-time vocational guidance counselor and a cooperative education teacher, whose sole functions lie in the areas of work experience, work study, job placement and follow-up. This last person helps in utilizing community participants as teachers. Also available to students is a growing library of occupational information.

Most inservice training provided for administration and teachers has been through workshops and attendance at national conferences. A special six-week course at Wisconsin State University for familiarization with the Industriology Concept was attended by the project resource teacher.

Community resources were utilized in planning and actuating the career education program through a three-member school board sub-committee and a nine-member vocational advisory committee composed of community business and industrial people. More generally, local business and industry have been used as sources for work experience and study.

Through the program, students have an opportunity to prepare for jobs in drafting, building construction, electronics, metal working, business education, health occupations and food service. Student placement is being aided by the efforts of the cooperative education teacher, the project coordinator and the guidance department. These staff members establish and keep open lines of communication with the business

community. Also available is a list of all post high vocational-technical educational institutions and programs (local, state and federal) offering scholarship aid.

Data is being gathered to evaluate the program through quarterly and interim reports submitted to U.S.O.E. New Hampshire State Department of Education and through an on-going evaluation of teachers by Project Director and Coordinator. At the end of the third year, a complete evaluation will be carried out with statistical verification.

For further information contact: John W. Mandell, Coordinator
Project World of Work
Contoocook Valley Regional High School
Route 202, North
Peterborough, New Hampshire 03458

New Brunswick Public Schools
New Brunswick, New Jersey

The career education program spans grades K-12. It is divided into three segments following the elementary, junior high and senior high breakdowns. Thirty percent of the elementary students are involved, 25% junior high students and 50% senior high students. Twenty percent of the high school students are being placed.

The goals of the program are: to develop occupational awareness in the formative years; to develop the capacity to deal effectively with the changing environment; to give the opportunity to discover and productively use individual ability, interest and occupational knowledge; and to elicit an appreciation of each student's personal responsibility to become a productive member of society.

The career education concept is being integrated into the total curriculum by including related information in every course of study. A specific curriculum change has been the establishment of a class of instruction and on-the-job training known as "Coupled Summer and Work Study" which is offered in five areas. Continuity has been given to the program by using IACP--World of Construction and World of Manufacturing--at the intermediate level, and by using the existing vocational education curriculum to supplement.

The program offers services through the guidance department in the form of audio-visual multi-media, counseling, job placement and follow-up. It also works with the available community resources to provide supportive services to the student. A local advisory committee of business and industry people is used, together with the aid of the school Industrial Coordinator who is a member of the Chamber of Commerce's Education Committee. Also, a special project was carried out that brought the community and students together in a valuable way. This was a cooperative effort to manufacture a product for profit by the students under their name, with proceeds going to a scholarship fund. Local manufacturers helped.

In-service training for teaching staff is provided mainly through college credit programs and periodic meetings at state level which staff are required to attend to keep abreast of new developments.

In this program job preparation opportunities are available through the "Coupled Summer Work Study" program. Also "Introduction to Vocations" give students "hands-on" experiences and trips to actual job locations.

Provisions for placement of students in jobs or other educational programs after leaving school is carried out by the Job Placement Counselor who works with the guidance department. This person organizes the "Job Opportunity Forum" which allows several employers to hold interviews, and a "Career Fair" at which approximately 40 different industries, schools and service opportunities are represented.

Evidence of success or failure of the program is being gathered through the extensive use of third party evaluations and some self-evaluation. The New Jersey Manufacturing Association, Rutgers University and the New Jersey State Department of Education are carrying out the main testing.

For further information contact: George F. Meyer, Director
New Brunswick's Career Education Program
New Brunswick Public Schools
83 Livingston Avenue
New Brunswick, New Jersey 08901

Mid-Hudson Career Development and Information Center
Beacon, New York

The career education program is being carried out in all grades from kindergarten through grade twelve.

The main goals and objectives of the program include: providing a general orientation to the world of work beginning with the earliest elementary grades; the development of a curriculum that will enhance the vocational maturation of students (K-6); and the modification of teacher attitudes. Beyond establishing a good atmosphere for vocational training, the program plans to provide in-depth exploration, up-to-date career information and, finally, training.

Assimilation of the career education concept into the educational program is being achieved by gaining the acceptance and support of central administrations in school districts, and through inservice training of teaching and counseling staff. The inservice training includes special courses on undergraduate and graduate levels and the use of a coordinator who assists teachers with the use of curriculum guides, occupational monographs, video-tapes, etc.

The Center has several features particular to its career education program. Among these are: a curriculum resource guide designed by teachers and aimed at grades K-6; occupational monographs--300 job briefs describing occupations in 7 area counties (grades 7-12); a "Career Night" and Employment "Information Day" programs designed to bring high school students together with the business community; a Speakers Bureau which provides speakers from local business and industry for classroom participation; and "Careers on the Air," a weekly radio series on two local radio stations.

Supportive services available to students are well worked out to combine the best that the school and the business community can offer. Besides the guidance counseling available to all grades, the special programs mentioned above and visual aids, an ad hoc committee of persons representing education, government and industry has been formed to discuss, plan and determine policy for the program. This committee along with other groups such as the Chamber of Commerce, Rural Manpower, the New York State Employment Service, community colleges and the Mid-Hudson Industrial Association have established a continuing liaison between the student and business world in order that the student may receive in-depth information and on-site training, and in order that he may be placed in a job upon leaving school.

Plans are under way to develop a data bank of available jobs and educational programs which will more efficiently utilize educational and community resources in the placement of students.

Data is being gathered through evaluations and the use of special testing to determine the progress and success of every phase of the career education program. Attitudinal changes in staff are being tested through Dr. Munson's Attitudinal Scale.

For further information contact: Robert W. Schreiber, Director
Mid-Hudson Career Development and
Information Center
88 Sargent Avenue
Beacon, New York 12508

Delaware's Occupational-Vocational Education Model
Milford, Delaware

The career education program includes K-12 grades. Fifty percent of the elementary students are involved in the model while 100% participation exists in the middle school and 40% in the high school.

The main goal is to establish a model system for future expansion of vocational education. The objectives of the program are to give a broad occupational orientation, specific training in job entry skills, work experience, intensive occupational guidance and initial placement of all students at the completion of their schooling.

The career education concept is being assimilated into the educational program through use of community involvement, inservice training, curriculum changes and public relations.

Community resources are being tapped mainly through an Advisory Council but other service organizations, the Chamber of Commerce and a private corporation, have provided able assistance in program planning and development. A public relations program is also producing community awareness of the program and helping to incorporate it into the existing system.

In-service training began with one-day, multi-level workshops for all teaching and administrative staff. Additional summer programs, free time for study, college courses and presentations by outstanding experts in the field of career education have rounded out staff orientation.

Through the special efforts of a Curriculum Council, "Technology for Children" has been introduced to the K-4 program. Team teaching, differentiated staffing, flexible scheduling, a unified arts program and free electives in the middle school are other curriculum changes this council has effected.

Of special interest in this model is the construction of a multi-area career development center (an occupational mall) which will prepare students for service-type jobs. In addition, opportunities for job preparation are advanced through cooperation with the Kent County Vocational Center (a vocational-technical school) which provides not only chances for students to pursue specific vocational training, but permits teachers in the two institutions to work more closely together. A high-level diversified occupations' program is also in operation.

Supportive services available to students are career counseling, job placement and follow-up. Special counseling is given to dropouts in vocational rehabilitation. A community job survey has been completed

and a career information library opened. Finally, a testing program is being implemented for students with emphasis on career planning.

Various means of evaluating the career education program are being prepared. Students and teachers are being interviewed to assess attitudes and analyze successful or unsuccessful elements of the model.

For further information contact: Joseph L. English, Project Director
Delaware's Occupational-Vocational
Education Model
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Milford, Delaware 19963

Anne Arundel County
Annapolis, Maryland

Grades K-12 are involved in the career education program with 100% participation of students in this pilot program. There are four age group divisions which represent four basic behavior objectives. They are: K-2, 3-5, 6-8 and 9-12.

The main goals and objectives of the program are to equip students with an occupational skill for job entry; prepare them to analyze a problem and make decisions so that they will be able to adapt to the changes in their life and occupations; and finally, develop in them the proper attitudes and behavior which will enable them to obtain and hold a job.

A task force of teachers representing many disciplines were released from their teaching for one year to see the program through the first implementation phase. In resource roles they worked cooperatively with the other teachers. From this task force, responsible for assimilation of the concept, a smaller group was selected for intensive training in order to conduct inservice training. They conducted pre-school workshops for the schools taking part in the model.

Curriculum changes in the elementary schools include the addition of typing, language arts, sewing and technology. The latest methods of curriculum design including systematic analysis and community, student and teacher involvement are being used.

Available to aid junior and senior high students in career education are a work study Program Coordinator, counselors (vocational and personal), a D. E. Coordinator, a Diversified Occupations Coordinator, Cooperative Health Careers Coordinator, an annual vocational graduate survey (Div. of Vocational Educ., Maryland State Dept. of Educ.) and plans for a Job Information Bank. The elementary program offers counseling (vocational and personal) and the use of an implementation task force of seven teachers who work with the schools.

Working together, potential employers and school professionals place students in jobs or educational programs upon leaving school. Employers may test and intereview in the schools. Through an annual career night, students and future employers come face to face. Many employers offer full-time jobs after graduation to students who worked on a part-time basis for them in distributive education programs.

The community resources used in the program are the result of a good on-going public relations program. The aid of lay advisory groups in various trade and industry areas also keeps the channels of communication open between the school and business. One result of this cooperation was the publication of a guide taken from a survey of all prospective employers in the area (their present and projected needs) which is used in placement. Another result has been the attendance of counselors and curriculum task force members at six industrial workshops.

Opportunities for job preparation available to the students cover a wide range. General clerical, stenographic, data processing, auto mechanics, home economics, electronics and cabinet making training are open to all students. With limitations on travel, training in cosmetology, carpentry, auto-body repair and vocational agriculture is available.

Formal research procedures are to be followed in pretest and posttest situations with control groups for comparative basis to supply an evaluation of the total program.

For further information contact: Mrs. Eva Pumphrey
Director of Curriculum
Anne Arundel County Public Schools
Box 951
Annapolis, Maryland 21404

Baltimore-State Department of Education
Baltimore, Maryland

The career development project covers education from kindergarten through adult classes.

The main goals of the project are to help individuals develop a positive self-concept and greater degree of self understanding; to understand the range of educational career opportunities available; to help students develop and use the decision-making process more effectively; and to help them make smoother transitions at key points during their career-life.

The project has seven components: The Elementary Career Development Resource Component, The Career Exploration Workshop for staff, The Work-Oriented (Cooperative) Component, The Television Series, The Comprehensive Information and Placement System Component, The Maryland Career Development Notebook, and The Maryland Career Development Conference. The Elementary Resource Component, Work-Oriented Cooperative Component, Television Series and Comprehensive Information and Placement System provide direct services to students (grades K-12) while the Workshop, Notebook and Conference have a direct impact on educators.

Strategies followed for assimilation include: the development of program models, the aid of the Interdivisional Task Force of the State Education Department; the use of Implementation Funds; the Television Series; and the Career Development Notebook which aids by defining the concept, providing conceptual planning, operational models and a list of major resources.

Features unique to the career development project are: the use of an elementary level career development resource coordinator, the television series with its 6th grade target audience and the interdisciplinary approach to planning and implementing of career exploration programs.

This project has high caliber and enthusiastic guidance and placement leadership. The project includes a large number of elementary counselors, the career exploration program entitled Project Go in 13 of the city junior high schools, a placement coordinator and a work-study coordinator in each high school in addition to the regular guidance staff. Also, the Maryland State Department of Education conducts a statewide follow-up study of all graduates.

Inservice training activity centers around the Career Exploration Workshop, and Career Development Conference, but a variety of other activities such as intensive workshops, informal meetings and presentations have been conducted.

Community resources have been employed in the Elementary Component through community action agencies, employers and parents; in the Work-Oriented Component employers have provided work settings, training and resource persons. The Career Exploration Workshop had the aid of a major company in setting up a simulated industrial organization and worked closely with several businessmen in gaining information about

employment opportunities for students. In developing the Television Series, sub-committees set up for each of the broad career areas provided valuable insights and assistance.

The City has traditionally placed strong emphasis on placement of students, and two years ago made available approximately 50 placement and work-study coordinators--two per high school. Consequently the youth unemployment rate is among the lowest in the nation for a major city.

The major function of evaluation is to identify discrepancies between goals and performance. A pre-test and post-test approach was used and computer services were made available. Informal interviews with teachers, interviews with students and frequency counts on absences and drop-outs were held.

For further information contact: Mr. E. Niel Carey, Project Director
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Pittsburgh Career Education Program
Pittsburgh, Pennsylvania

The career education program only spans grades 6-14 (post graduate). It is divided into segments: 6, 7-8, 9-10, 11-12 and 13-14.

The main aim of the program is to offer career orientation and some initial exploration in grades 6, 7 and 8; to provide a choice of vocational area to explore in depth for grades 9-10; to provide for the acquirement of vocational training skills in selected areas for grades 11-12; and to qualify students in areas of choice with training designed especially for that choice (13-14).

Particular to this program are provisions for alienated students who are potential dropouts; special programs for economically deprived students which include summer work programs and the use of the Neighborhood Youth Corp; pre-work preparation for senior English classes and interviews in the school between students and employers.

Supportive services available to students include intensive counseling, guidance and placement of all students (a year-end follow-up revealed a 71% overall placement figure). The program also provides select training from a "Model City" school, school visitation by community business and industry representatives, field trips, continuous supportive counseling and follow-up. A special service is a pre-work program which combines training and part-time jobs.

The program staff operates a continuous program of inservice education for teachers, administrative staff and other interested members of the school district by identifying the needs and interest of teachers and by outlining systems for establishing communications between teachers and administrative staff within the program.

Public relations have played a large part in drawing upon and utilizing community resources. The program has produced 10 publications. These together with the work of advisory committees have brough needed public support. The program is always open for community inspection.

The essence of the career education program is academic and skill training combined to make available to students a broad range of options and to enable them to make relevant course and career decisions. Therefore, the program feels that job preparation available to students must include: information on where the jobs exist, and what kinds are available at entry levels; knowledge of requirements for advancement and where the jobs may lead; how to find employment and how to apply; application completion; how to interview; and the appropriate behavior attitudes and values needed to successfully hold a job.

Placement is being carried out through the cooperative work/study phase and the staff of central coordinators in the placement program. Basically,

in a program as aimed as this one toward placement of students, everyone in the project in some way works toward this goal.

Evaluation in this career education model is being gathered through research for the analysis and modification of existing programs; comparative analysis made with other large urban school districts; and through built-in reporting systems.

For further information contact: Mr. R. G. Lamping, Director
Pittsburgh Public Schools
Division of Occupational, Vocational & Technical Education
635 Ridge Avenue
Pittsburgn, Pennsylvania 15212

Lincoln County Schools
Hamlin, West Virginia

The career education program is divided into four main segments: 1-6, 7-8, 9-10 and 11-post secondary. There is 100% participation in the model.

The main goals of the program are: to provide broad occupational orientation, first through awareness then through orientation and exploration; to provide work experience; to provide intensified occupational guidance and job placement in the last years of school; and last, to provide students not previously enrolled in the vocational programs opportunities to receive job entry skills just prior to leaving school. This last goal is a feature particular to this model. Special provisions are made for these students by scheduling summer classes and intensive guidance and training appropriate for their individual needs. This is especially effective for prospective dropouts.

The program used specially employed and trained professionals, week-long workshops, inservice training, reorganized curriculum, testing and advising of students, among other activities in order to implement the new program. The curriculum has become much more experience-based, with other key elements being flexibility. Traditional academic subject matter has been blended with the career education theme using team teaching as a vehicle.

The program's supportive services are broken down into five segments with appropriate activities provided for each. The first, career awareness, utilizes the school system's health and social services, linkages with the Department of Welfare, multi-media materials and business and organization resource persons. The career orientation segment involves counseling and guidance by exemplary staff. Career exploration, the third segment, will offer students the services of the Lincoln County Vocational and Technical Center. Finally, the segments of intensified occupational guidance and job placement activities (fourth) and intensified skill activities for students new in the program (fifth) primarily will offer the services of the West Virginia Department of Employment Security and the Vocational and Technical Center.

Job preparation is available through the use of laboratory settings, cooperative work experiences and special vocational and pre-professional courses.

Throughout the program, there is evidence of strong use of community resources and the realization of their importance in the on-going success of career education. In fact, one of the first steps in implementing the program was a broad study of the economic, social and political structure of the county. Parent participation and understanding is particularly stressed.

Assessment of the model will be through structured interviews, instruments yielding quantative and qualitative measures of cognitive and affective characteristics and instruments yielding comparative profiles.

For further information contact:

Herbert B. Holstein, Project Director
Vocational Education
Lincoln County Schools
P. O. Box 437
Hamlin, West Virginia 25523

Broward County Schools
Fort Lauderdale, Florida

The career education program is divided into two segments, K-6 and 7-12. There is 100% participation in the elementary grades and 51% in the junior and senior high grades. Twenty-eight percent of the 7-12 segment are involved in programs for useful or gainful employment.

The main objectives of the program are to offer students orientation to the world of work in the K-6 segment and to teach 7-12 students marketable job skills through the use of specially trained school personnel and local business and industry personnel.

Particular to the program is the use of occupational travelogues through instructional television facilities, and the area vocational center which provide specific job training.

A gradual change in curriculum is only now beginning. Vocational exploration programs are being added as part of the standard academic curriculum.

Supportive services offered in the K-6 section are guidance and counseling. In addition to these services, the 7-12 group has the assistance of vocational teachers in job placement and follow-up.

Inservice training for administration and teachers is provided by Vocational Resource Guidance Counselors and school staff meetings. Also provided are workshops for guidance counselors and librarians on the use of Project VIEW (Vital Information for Education and Work).

Community resources are being utilized and brought into the planning of the program through advisory committees. Most of the vocational teachers in the program are from local industry and business and do maintain favorable industrial and business relationships.

Career education is offered in the following areas: Cooperative Education programs; work experience; business education programs; and area vocational centers offering specialized programs. Training available at the vocational centers include automotive body repair and mechanics, child care and guidance, cosmetology, drafting, electronics, food management, machine trades, masonry, radio-TV repair, interior decorating and fashion design and landscaping and horticulture.

Cooperative teacher coordinators place all of their students in jobs as part of the program. Vocational teachers and counselors work with vocational students in placement and follow-up. High school counselors make students aware of post high school vocational opportunities available in adult education and college level programs.

The programs are evaluated as to student interest (applications for enrollment), student evaluation of meaningfullness of course content, and finally, how well prepared a student is to enter the labor market.

For further information contact: Dr. Benjamin Willis
Superintendent of Schools
The School Board of Broward County
1320 Southwest Fourth Street
Fort Lauderdale, Florida 33312

Cobb County Occupational and Career Development Program
Marietta, Georgia

The career education program spans grades K-12. Of the schools involved in the program 50% of the students in the elementary segment are participating, 90% of the middle school students and 50% of the senior high students.

The goals are to have students develop awareness of the individual's self-characteristics; acquire an awareness of occupational areas within the community and build a frame of reference for the state and nation; acquire awareness of educational avenues; acquire the ability for decision making; acquire an awareness of the psychological and sociological meanings of work; and finally, to give special emphasis to programs for students identified as disadvantages and/or handicapped.

Units of career education are being inserted at appropriate points into newly developed curriculum guides to insure continuation of career development activities. Teachers at all levels are altering very structured courses to accept a more realistic, "relevant to the current situation" sequence of subject matter presentation.

There are six basic elements of career development in the elementary program: manipulative hands-on activity, occupational introduction, tie-in of all subject matter disciplines, field trips into business community, resource persons in the classroom and role-playing activities. The middle program has the same elements as the elementary segment with the addition of emphasis on interlocking among the teachers and more community exposure. The senior high segment adds to the before-mentioned more emphasis on placement.

The project provides both direct and indirect assistance to students in the career development process. Direct assistance is through regularly scheduled individual and group counseling and guidance by teachers and counselors. Placement and follow-up are functions of counselors and a Career Development Specialist at the secondary level. The indirect assistance is provided by counselor management of school and community resources. An advisory committee, resource persons from local industry and business, donations of materials for classroom use and the opening of businesses for inspection are ways in which the community has assisted students.

Inservice training has included a "kick off" meeting, monthly pre-service meetings, weekly meetings with teachers and project staff, summer workshops, continuous teacher-counselor contact and three inservice Saturdays for implementation.

Job preparation is provided in vocational programs (business education, drafting, graphic arts, data processing electronics, electrical construction and maintenance and sheet metal and welding); co-op programs (vocational office training); co-ordinated vocational-academic education

for potential drop-outs; and a senior program of all day training at vocational-technical schools.

The placement program is being organized to bring all placement efforts together in a central file and to make the information available to counselors.

Inside and out controls are being used to compare standardized achievement scores, PECE Knowledge test scores, occupational listing abilities, absentee and drop-out rates, "self-others attitude scores" and vocational attitude scales as a means to evaluating the career education program.

For further information contact: Mr. Joel Smith, Project Director
P. O. Drawer "R"
Marietta, Georgia 30060

Henderson County Schools
Henderson, Kentucky

The career education program spans grade segments 1-3, 4-6, 7-8 and 9-12, with 30%, 50%, 100% and 95% involvement of students in the respective segments.

The main goals of the program are to have students, on completion of their education, be able to: exhibit a positive attitude toward the dignity of working; have a job choice or field of interest; have an understanding of work and how it contributes to the well-being of the community; evaluate job opportunities and find local, state and national jobs; fill out applications, name references, and conduct interviews; and behave appropriately while working on the job or applying for it.

These goals are being reached by applying the career education concept to all courses in all grade segments. This assimilation is facilitated by a staff of five named to organize materials, to structure the information to be integrated at each level and to help teachers in using the materials. The staff is made up of a director and four vocational information coordinators, each responsible for one of the grade segments. Vocational information coordinators meet with teachers in the schools to discuss implementation of the program.

Specific changes have been made in the curriculum in the math, science, language arts and social studies departments which have added career oriented information to their classes. All subjects have added games and filmstrips, while others have added field trips and guest speakers. In the senior high, study halls have been completely reorganized for more efficient use. These periods are now used for speakers, films, and group counseling sessions in career education concepts. Also, in the high school a unit of study is being organized around the Occupational Outlook Handbook.

Supportive services are to a great extent still being formulated and added to the program. But the program does have counselors in the junior and senior high schools who administer interest, achievement and scholarship tests, provide some placement and follow-up and handle all scheduling. A reading clinic and a speech therapist are also available.

Inservice training is provided by the vocational information coordinators, as already mentioned, who are responsible for organizing meetings for teachers in their school. Also a two-day program is planned for administrators, teachers, counselors and aides the first of the school year.

The community has participated in the program by supplying speakers, inviting students to tour their businesses, and donating materials for classes. Parents also have participated at special sessions. An advisory committee selected from community businessmen is being reorganized to contribute to the planning and implementation of the program.

Students are prepared for jobs in 20 occupational areas, including jobs in the school and community.

Provisions for placing students include a work-study program which is being developed for students to attend school half a day and work the other half; a study of post-high education programs is being developed and a survey of local job opportunities conducted by senior students will be available to all students when completed.

Evaluation data of the program will come from pre- and post-testing and teacher and principal feedback which will be recorded at the end of each year.

For further information contact: Mr. Lewis Johnson
Superintendent of Schools
1805 Second Street
Henderson, Kentucky 42420

Pikeville Schools
Pikeville, Kentucky

Grades 1-12 are participating in the career education program and are broken down into three segments: elementary, junior high and high school. At the present there is 100% student participation in the elementary segment which is the most actively involved. Approximately 50% junior high and high school students are involved. These segments are just being incorporated into the program.

The main goals of the program are: to establish a curriculum in the elementary segment which promotes occupational orientation; to establish in the junior high segment a core of study and exploration on specific occupational families; to provide guidance and educational opportunities in all segments; to provide the high school segment a program of vocational preparation with work-study and cooperative training with the added objective of supplying a program for dropouts not previously enrolled in career education.

Assimilation of the program has been mainly in the elementary segment. This was begun by setting aside 20 minutes a day for career oriented information, usually in the social studies section. In the other two segments career education will be introduced in the classroom with every course being directed at preparing the student to assume a career role or assist him to obtain additional education to reach a career goal.

Two kinds of supportive services are available either directly or indirectly to students. The first are services supported by project funds such as a curriculum coordinator and resources specialists. The second is a "guidance team" which includes elementary, junior and senior high counselors, a placement coordinator, pupil personnel coordinator and nurse. In addition, several local agencies will be available such as the Mountain Mental Health Service, Employment Security and the State Department of Rehabilitation. The guidance team will provide for placement, guidance, counseling, follow-up, home-visitation and assessment. Where feasible teachers will be utilized as extensions of the guidance service.

More time has been spent on inservice training than any other aspect of the program. Informal and almost constant interaction, consultations with outside resource people, and resource materials have been used. Formally organized activities include weekly meetings, inservice days and workshops. Stress has been placed on capitalizing on the informal situations which occur daily.

Community resources have not been developed to a great degree at the present time. But surveys made to identify people willing to assist the program have shown a positive response. Plans are underway for the establishment of advisory committees which will bring community involvement.

At this time opportunities available for job preparation are business and office practice, home economics, industrial arts, and the available programs of the area vocational extension center. Planned for the coming year is specific preparation in agriculture (horticulture) and cooperative education.

A significant amount of emphasis is being placed on job placement and as soon as possible, a full-time staff member will be added to devote his entire efforts to placement.

Data collected to this date has been through parents and informal teacher appraisal. In the up-coming year a more intensive assessment program will be used which will include standardized instruments, attendance data, teacher prepared tests and project prepared instruments. Included in the plan will be a follow-up system designed to determine what happens to students after they leave school.

For further information contact: Dr. John D. Jenkins, Director
Pikeville Independent School District
Eastern Kentucky University
Richmond, Kentucky 40475

New Albany School District
New Albany, Mississippi

The career education program spans grades 1-12 with 100% participation of students. It is divided into three segments: the awareness period--grades 1-6; the exploration period--grades 7-9; and the preparation period--grades 10-12.

The intent of the career education program is to provide students from grades 1-12 with curricular offerings which become more meaningful and purposeful through practical individual experiences which meet their personal needs and help them to establish aims and goals about the world of work. Simulated work experiences, the sociological and psychological factors of work, the economics of work, self-exploratory experiences, and occupational information is being incorporated into the curriculum to motivate students through recognition of relevance of school work to future life goals and simultaneously provide students with a background that will lead to a wise career choice.

The information and activities are being introduced to students by the classroom and/or team teachers in such a way that the two are inseparable. It is the belief of the program that the fusion of subject matter with career information and activities adds relevance and, therefore, interest and motivation to each subject area. This is being done without significant structural changes.

The awareness period will aid children to develop attitudes, behaviors, and skills conducive to success in the world of work. The exploration period has four major functions: to provide opportunities for the development of accurate self-concept; to teach decision making skills; to provide vocational information and exploratory experiences; and to help students choose and locate appropriate curriculums or jobs. The preparation period begins with instruction in broad areas and clusters and becomes more specialized as the training progresses.

Supportive services available include guidance personnel in each school segment except elementary. Career-Centered Curriculum staff are available for counseling and a file of each student acts as a follow-up and guide of progress. The guidance counselors will assist the students as they leave school in securing job placement. They will also maintain a list of job opportunities (a survey of local job opportunities is being compiled at this time) and help students decide which college to attend.

In-service training was provided for administrators, teachers, and counselors through a two-day workshop held prior to the first week of school and through two more half-days scheduled throughout the year for discussion of questions which have arisen.

Community resources have been organized through vocational advisory committee meetings and civic club presentations. Representatives of all professions and occupations are invited to school to tell the

children about their work and the preparation required for it. Field trips are taken and a community resource file providing field trip information and persons available for school visitation is being compiled.

As the career education program progresses, the opportunities for job preparation will expand. The program hopes to be able to place students in local business and industry on a one- or two-day basis so they can see how the company functions. At the present the high school has a vocation program which provides the student with on-the-job training.

Observation by the Career Center staff or classroom activities is a major part of the evaluation of the program. The project will also be subjected to a quarterly progress review which will focus on the extent to which project objectives are being met and the impact the project is having on contributions to education. Plans for a more extensive evaluation program have not been finalized by the State Department of Education.

For further information contact:

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Project Director
New Albany City Schools
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New Albany, Mississippi 38652

Apex Exemplary Project, Wake County Schools
Raleigh, North Carolina

The career education program spans grades 1-12 and is divided into three segments: elementary, junior high and senior high. Ninty percent of the students are participating in the program.

The main goal of the program is to implement and demonstrate the feasibility of a comprehensive occupational education program in all grades in a rural school system.

Two groups of objectives--programmatic and behavioral--are focused upon this main goal. The primary programmatic objectives are: the integration of occupation information with academic instruction in all three segments; the development of positive work habits and attitudes through "job" experiences in the elementary segment; the intensification of guidance and counseling in both junior and senior high grades; hands-on experiences in occupational laboratories and on-site observation together with programs for early school leavers in the junior high grades; expansion of work experience and job placement in the senior high grades. The primary behavioral objectives are: to increase knowledge of occupations, the student's abilities, and desirable work habits; to increase parent, teacher and student interest in obtaining entry level job skills; and, finally, to generally increase student interest in career education.

The career education concept is being assimilated into the established structure mainly through the involvement of administrative personnel, vocational and non-vocational teachers, and involvement of the community. Inservice workshop for teachers exploration and curriculum development, correlation of career information into regular academic classes, special events and programs, exploratory courses for student and career guidance and counseling have been one phase of the strategy. The second phase, community involvement, has incorporated the use of a local advisory committee, studies of the community (race, physical facilities, population growth and income), and use of community as a source of field trips, speakers, training laboratories and job placement.

Features particular to the program are a resource center which provides materials for teachers and students in all grade segments; special programs and events for career awareness (two are "Kin Week" and "Rent-a-Kid"; and, finally, an auxiliary program, called "Vestibule Training," provides short-term training courses for entry-level skills development.

The curriculum has been changed to incorporate use of occupationally-oriented units of study by teachers (based on the cluster concept), exploratory courses on all levels and the Vestibule Training. Opportunities for job preparation include: drafting, business education, small engine repair, agriculture, brick masonry and carpentry. Special preparation under the Vestibule program includes training for nurses aide, dental assistant, machine operator and electrical helper.

Supportive services available to students are career guidance in grades 1-4; counseling, career guidance and job placement in grades 5-8; and guidance, follow-up studies, job placement (part-time, summer and work-study) for grades 9-12. Provisions made for placement of students in jobs are through a Career Day, College Day, the Employment Security Commission and visitations by personnel from business, industry and post-high school educational institutions.

A third party evaluation is being used to gather data as evidence of the success or failure of the career education program. Attitudinal scales, awareness scales and historical data are being used.

For further information contact: Mr. Monte B. Ross
Apex High School
Apex, North Carolina

Kershaw County School District
Camden, South Carolina

Grades K-12 are involved in the career education program. Seventy-one percent of the students in grades 7-12 are participating in the program while only 12% are involved in grades 1-6.

The primary goal of the program is to promote and offer relevant curriculum at all levels of instruction. The objectives are: to develop the student's individual potential, work attitudes, pride in work safety habits, personal development and understanding of career opportunities available in the world of work; to provide high school graduates with marketable skills; to direct qualified students to post secondary institutions for further training; to provide out-of-school youth and adults with continuous opportunity to prepare for job skills needed; to assist in reducing the drop-out rate through motivation; to provide vocational guidance and counseling; to coordinate with students, employment offices, and employers in job placement; to expand and explore and evaluate vocational education in new occupational fields; and to provide school administrators an evaluation of the career education program through follow-up of graduates.

Assimilation is being carried out through teacher participation, inservice training and public relations. Representative administrators and teachers participated in visits and tours of model projects in other states as well as several orientation and planning sessions prior to implementation. Exemplary program personnel participated in intensive college credit courses and summer workshops to prepare. Community relations have been advanced and utilized through an advisory committee which has given input into the program. Close cooperation with local business through the program's director and coordinators has been helpful. The program's central theme of "Bridging the Gap" between the class room and the world of work has been carried out through constant communication between program staff, business and community groups, Chamber of Commerce and the State Manpower Development Council. A "Community Resources Workshop" was conducted to develop a guide to available local resources.

Features particular to the program include: the sub-programs for handicapped and disadvantaged students and adult education.

Curriculum changes have involved incorporation of concepts from The Richmond Plan and models in other states. Occupational Technology has also been introduced in the middle and high schools. A comprehensive program of job skill training and occupational education is an integral part of the effort and is available to all students whether they are in or out of school, adult or teenager.

Supportive services are available in all of the high schools and the vocational center. The "Support Team" personnel include a school psychologist, school nurse, materials specialist, vocational rehabilitation unit and special education curriculum specialist. In addition, the area center has

the only student placement coordinator and business-industrial coordinator in the state.

Data is being gathered by a special team of consultants. A high success factor is indicated in the program based on a 6% decrease in the drop-out rate and achievement in reading and mathematics for handicapped students.

For further information contact: Mr. Gil Woolard, Director
Kershaw Area Vocational School
Camden, South Carolina

Chesterfield County School District
Ruby, South Carolina

The career education program spans grades K-12 with a breakdown into segments following the elementary, junior and senior high grade groups. The program is now being implemented in phases, with select teachers and students being utilized in a demonstrational approach.

Maximum release of student human potential is the main goal of the project. Assisting students in clarifying self-identify, developing good attitudes, expanding career knowledge and developing job skills leading to appropriate job placement and/or continuing education are secondary goals of the program. Elementary objectives are to provide an early career orientation program. Junior high objectives are to provide hands-on experience and provide job information and skill development in specific occupational clusters. In the senior high, the program hopes to motivate students to enroll in specific career skill training programs. The project plans to meet the required needs of job placement and follow-up. One hundred percent participation is the aim of the program.

The concept is being assimilated into the program over a three-year period by the use of a component approach between different districts with the sharing of results. A summer workshop for the study of community resources, together with studies by a staff implementation team, have aided assimilation. Also teachers and administrators have been given a broad orientation through a guide developed for them in order to help implement the concept.

Features particular to the program include: an activity unit approach in the elementary grades; the use of exploratory experiences for all 8th grade students; an elective course, "Introduction to Occupations" open to all ninth grade students; Project PAL (Practical Applications to Learning); an interdisciplinary approach to teaching mathematics, English and civics; and VIP (Vocational Interdisciplinary Program) for under-achieving students at the high school grade level.

Specific job preparation activities are being offered in agri-business areas. The rural agrarian nature of the area dictates that a major emphasis be placed on this aspect. Courses in consumer and/or occupational homemaking, electricity, office work, industrial sewing, teacher aide, and power machine mechanics are available to students.

Supportive services available to students include counseling, guidance, placement and follow-up. The project has a full-time guidance counselor, a director of vocational education, a director of secondary education and a coordinator of career education activities who fulfill these various services.

Community resources have been utilized through a community advisory group made up of business and industrial leaders. This group has the responsibility of advising the school staff on the needed additions, deletions and revisions in the program. In addition, resource persons from the community are being utilized in classrooms throughout the three segments.

An active program has been developed for placing students in jobs or further educational programs. A close working relationship between the guidance counselor and the vocational administration is the basis of the placement program.

A third party evaluation is being conducted for the components which are now a part of the program. Historical data, testing, and awareness/ attitudinal scales are instruments being used in the evaluation.

For further information contact: Mr. Sam Wooten, Director
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Ruby, South Carolina 29741

Knox County Schools
Knoxville, Tennessee

Career education is being taught in grades K-12 with 100% student participation in grades K-8 and 52% participation in grades 9-12.

The main goals of the program include: helping the student understand himself, relate to others and develop appropriate attitudes toward the world of work (K-4); giving students exposure to a multitude of occupations in order that they may explore jobs suited to their interests, values and abilities (5-8); and making provisions for the student to begin preparation for development of knowledge and skills in more specfic job families (9-12). To reach this last goal, the objectives are to develop instructional materials, develop an orientation program, provide summer job experience, create a cooperative and job placement program with on-job training, and establish a follow-up program.

Assimilation is insured by a complete re-designing of the entire curriculum to include career education concepts. This involves inservice training for teachers, the establishment of Career Corners and exploratory labs for students to gain hands-on experiences, and the development of a contemporary arts program and a career learning lab at the elementary level. Principals and instructional supervisors were given orientation through meetings at each school. An on-going inservice program is maintained for all faculties which includes two intensive one-week workshops during the summer.

Supportive services available to all students include guidance counseling, placement, follow-up, a work-study program and a career orientation program.

Community resources have been tapped through an advisory council representing industry and community agencies, resource persons and parents. Field trips for students to business and community have been one of the results of this liaison.

Opportunities for job preparation are provided through the exploratory labs (grades 5-8), career orientation program at the 9th grade level, vocational courses at the 11-12 level and the work-study program (on-the-job training). While job placement is the responsibility of the Job Placement/Follow-up Coordinator, guidance counselors in all high schools aid the program.

Evaluation of the Career education program's success or failure will consider three major groups: students, teachers and parents. Students will be measured for knowledge of occupations, change in interests, self-image, acceptance of responsibility, getting along with people and development of work values. Teachers will be measured for knowledge of occupations, attitude and morale, while parents will be tested for attitude, interest, participation and student enrollment in vocational education.

For further information contact: Mr. Bruce Hinton, Local Director
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Knox County Board of Education
400 W. Hill Avenue
Knoxville, Tennessee 37902

Memphis City Schools
Memphis, Tennessee

The career education program spans grades K-12 and is divided into three segments: grades 5-6, 7-9 and 10-12. Plans for bringing grades K-4 into the program are set for mid-year Student participation is as high as 100% in grades 5-9 and 50-60% in the 10-12 grade segment.

The main goals are to develop: a comprehensive and continuing program of occupational guidance, information and techniques in order to bridge the gap from school to earning a living; a series of hands-on units; a desire within the student to stay in school; the ability of a student to appraise his occupational goals and the forecasted needs of industry; and an overall program of positive relationships in order that the student may develop an enriched outlook on the world of work.

Some of the objectives for reaching these goals include the establishment of special programs such as summer or after school skill training; the use of guidance, multi-media and curriculum changes; the development of a vocational guidance and job placement center; and the development of a complete follow-up survey.

The career education concept is being assimilated by means of educational television (5-6 grades) and publicity via the superintendent's bulletin, radio and television. The general co-op course aspect is already well accepted in this program.

Features particular to the project are the utilization of educational television, re-direction of industrial arts and home economics, development of a computer system approach to job placement and use of "quick shot" occupational skill programs.

Supportive services are available to elementary students through field trips and resource people from business and industry. The middle school students receive the above assistance along with guidance and counseling, job placement and follow-up. Services for high school students are the same as those for middle school students with the addition of the "quick shot" programs.

Inservice training is provided for counselors, administrators and teachers in summer workshops as well as through continuous bi-weekly staff meetings.

The community was brought into the planning and actuating of the career education program through an overall advisory committee composed of educators, businessmen and parents. This committee helped with each instructional television film.

For further information contact: Mr. John Freeman, Superintendent
Memphis City School District
2597 Avery Avenue
Memphis, Tennessee 38112

School City of Gary
Gary, Indiana

The career education program spans grades 7-9 and 11-12 with plans for introduction of grades K-12 next year. At the present, grades 7-8 have 52% participation, grades 9-10, 22% and grades 11-12, 30%.

The main goal in the program is to provide services which will encourage students at all grade levels to take an active part in the exploration of career related learning activities and to develop positive attitudes toward work. The objectives for reaching this goal are to provide elemtary students an orientation and then activities which include: personal contact, experiments, exercises in "two-way" communication, opportunities to satisfy curiosities, and "games" which give them the chance to see that they can succeed by their own efforts.

Grades 5-8 objectives are to develop competency and problem solving ability with work projects and exploratory experiences. Grades 9-10 will be given decision-making opportunities especially in course selection. Finally, grades 11-12 objectives will be to develop the degree of skills required to qualify for job entry. This will be achieved through "real-job" projects.

The career education program is being assimilated through the use of special programs (summer). A Career Quest Program which served as both an orientation program for junior high students as well as an inservice training for teachers and counselers, used the team approach to career education. Two similar programs were held the next summer, one named Onward Bound for older students and the other Talent Quest for 6th graders. Both utilized the team approach and offered a varied exploratory experience for students and staff. Further plans for assimilation are being worked on by two committees of administrators.

Specific curriculum changes include: a new course in the social studies department--Urban Studies; more emphasis in the English department on career planning; and greater emphasis on development of mechanical, space relations, and computational abilities by the mathematics and science departments.

Supportive services are being provided by three new staff members: a recruitment career counselor, an adjustment counselor (social worker) and a placement and follow-up advisor. These three will be responsible for guidance, counseling, placement and follow-up.

Inservice training has been provided for teachers through three summer programs, a workshop for counselors (visits to industries) and the three programs, Career Quest, Talent Quest and Onward Bound. Throughout the year the coordinator of vocational guidance in the Career Center, is available to counselors when called upon.

A general advisory council and specific consultant committees were organized from the community to develop the training program. These committees have since been useful whenever a question has arisen. There are plans now to utilize their services for evaluation of the pilot program. Meánwhile the community has been most receptive in allowing students to visit their businesses.

Job preparation for students is available through the Gary Area Career Center and the cooperative work program (trade and industrial, distributive education and office occupations.)

Provisions for job placement has been the responsibility of teachers. Students are urged to use initiative in making the search themselves and are given complete instruction in filling out applications, test-taking, interviewing and follow-up. However, with tighter job market, the Center is hiring a full-time placement advisor who will work with consultant committee members in seeking contacts for placing students. The career advisor is providing counseling for students going on to further their education.

The Career Center has been gathering data on three indicies since the start of the program: index of the schools' image, index of holding power and index of quality of training.

For further information contact: Dr. Haron J. Battle
Assistant Superintendent
620 E. 10th Place
Gary, Indiana 46402

Pontiac Public School System
Pontiac, Michigan

The career education program, though presently in the planning stages, is divided into four segments: grades 1-6, grades 7-8, grades 9-10 and grades 11-12.

The main goals and objectives for the overall career education program are to increase student motivation to learn by relating studies to the world of work; to provide intensive guidance and counseling; to insure placement of all students upon leaving school in either a job or further training; and to maintain continuous follow-through of all drop-outs and graduates in order to use resulting information. In grades 1-6 the objective is to develop attitudes and occupational awareness. Grades' 7-8 goals are to provide experiences and opportunities for detailed exploration. In 9-10 grades the object is to provide in-depth exploration and training on one occupational cluster; while the goals of grades 11-12 are to provide intensive specialized preparation and job placement.

The objectives of the Career Education Program are being assimilated into the educational program by means of some well set out strategies. Additional personnel in all levels of the program are being hired. Changes are being made in the curriculum in all grade segments to insure greater compatibility with career development theme. Occupational information materials and resources are being expanded in all the schools. Special consultants are being engaged as needed, and local pilot programs that show positive results in other districts are being adapted.

Opportunities for job preparation available to students are organized upon the idea of the "occupational cluster"--groups of related careers. This program will eventually offer eleven such clusters. At the present time, opportunities available to the student are: Business/ Marketing/Communications, Construction, Manufacturing, Transportation, Public Services, Health/Personal Services, Fine Arts/Humanities, and Consumer/Homemaking related careers. To be added are: Agri-business/ Natural Resources, Environmental Control and Marine Science.

It is the feeling of this model program, that schools which provide vocational education without also providing a job do not have a complete program. It holds the teacher accountable for the placement of at least 80% of his students during times of low unemployment. This model for placement is to be accomplished by the establishment of a counseling placement office, working together with local personnel offices, the State Employment Securities Commission and additional government agencies. Other supportive services in the areas of extensive guidance, counseling and follow-up of students will also be utilized in implementing this new program.

Inservice training of administrative and teaching staff will be provided during the coming year.

Through the efforts of an ad hoc vocational education committee, community resources are being tapped and brought into the planning of the Career Education Program.

For further information contact: Mr. Robert Rochow, Program Director
Pontiac Vocational Career Development Program
Pontiac Public School System
1351 North Perry Street
Pontiac, Michigan 48058

Morrison County Career Development
Little Fills, Minnesota

The career education program involves grades K-12 with 50% participation in the elementary segment, 60% participation in the 7-9 segment and 75% in the 10-12 grade segment.

The main goal of the program is to provide occupational education for all youth and adults in the district and to provide opportunities for their entry into the world of work. The specific objectives for reaching this goal are: curriculum planning based on needs, interests and abilities; career development programs for all segments to present a realistic view of the world of work; exploration of the full range of choices; opportunity for training and study in occupational clusters; and retraining for adults.

Career education is being assimilated mainly through inservice training of teaching and administrative staff. An introductory multi-media presentation workshop for teachers, an all day presentation of career development specialists to administrators, a two day orientation by specialists to total staff and two courses--one 120 hours and the other 40 hours--for both staff and administrators have aided in implementing the career education program.

Features particular to this career education program are the adaptations of the New Jersey pilot program and the Texas material in the elementary grades, and the inclusion of the Ohio World of Manufacturing and the World of Construction in the junior high segment. Throughout the program, career education concepts have been combined with the academic courses; some additions in the curriculum have been made in the senior and junior high segments.

At this time supportive service programs and provisions for job placement are still being formulated. Community resources have been utilized through a vocational advisory committee which is evaluating and initiating action in the program. Appearances before service clubs in an explanatory role and direct contact in establishing lay resource lists have also been used to bring community and project together.

Opportunities are available for training as a child care technician, tractor mechanic, carpenter's aid, nurses aide and orderly, and small engine mechanic.

Data for the evaluation of the career education program is being collected through a compilation of the M-SAT survey forms which are done on the junior class each year and through a continuing survey of graduating classes.

For further information contact: Mr. Joe Freeman
Morrison Co. Education Coop.
1000 NE Ist Avenue
Little Falls, Minn. 56345

Akron Career Orientation Program
Akron, Ohio

The career education program spans grades K-10. The program is divided into three segments: K-6, 7-8 and 9-10 with 100% student participation in each level.

The main goal of the program is to prepare students for productive adult roles. This goal will be reached through special objectives for each segment. Grades K-6 (World of Work) will strive to develop a positive self-concept in pupils, to develop a positive attitude toward work, to provide information and experience that will increase and develop a more realisitic view of the world of work and to develop the concept that individuals have an interdependancy toward one another. Career Orientation (grades 7-8) will strive to provide varied experiences and continue to explore and develop student awareness of their own interests, abilities and aptitudes. Career Exploration (grades 9-10) aims to provide the student opportunities to examine and select career areas, gain practical experiences within a career cluster grouping and have the opportunity for an in-depth exposure of what an individual does in a specific job area.

In implementing this program, the curriculum provides the basic framework. The desire is to integrate concepts related to occupations within the existing subject matter. Films, video tapes and career kits will be utilized. Visitations to job sites through cooperation with local industry, business, and public service agencies are conducted. Curriculum changes have been slight, but flexibility in classroom schedules has prevailed.

Supportive services available in the World of Work segment are coordinated by the elementary counselors. A portion of their time is utilized in group and individual guidance sessions. In the Career Orientation and Exploration programs, the counselors are an integral part of the activities and devote their time mainly to guidance sessions in the classroom. They also have the responsibility of administering and interpreting the GATB, OVIS and Work Values Tests.

Job placement is provided through the services of a specialist working with the career coordinator. A combined county and school system job placement service was initiated this past year.

In the first year of the program, a week was devoted to workshops for inservice training for the total staff. During the second year, periodic workshops are scheduled to review and improve teacher's guidelines and techniques in career education.

In planning the program, various advisory groups composed of educators, parents, businessmen and professional personnel were involved in giving guidance and direction. They were periodically asked to react to the

career efforts. The program also involved the participation of 265 consultants from the local area who opened their businesses for visitation and acted as resource people in the classroom. Parents participated throughout.

The in-depth exposure and hands-on experience in job training preparation in the 9-10 grades will hopefully lead to selecting a program for 11-12 grades which will be specifically designed for job or college preparation.

During the course of the year, data was constantly being evaluated as to its effect on future programming. Lesson guidelines based on teacher experience, field trip data and a list of career supplemental material have been compiled for evaluation.

For further information contact: Mr. Nick Topougis
Coordinator of Career Programs
70 North Broadway
Akron, Ohio 44308

McTigue School
Toledo, Ohio

The career education program spans grades K-10 and is divided into three segments: K-6, 7-8 and 9-10. All of the students in the school are involved in the project.

The main goal of the program is to help the student develop an intelligent approach to career options including tailor-made programs that lead to employment or future education. Specifically, the first segment (World of Work--grades K-6) aims to use a variety of hands-on, student-centered activities designed to help students develop healthy attitudes about work. The Career Orientation program will acquaint 7-8 graders with the broad families of occupational choices. The Career Exploration program will give 9-10 graders the opportunity to explore occupations that relate to various school subjects and will integrate career study in each subject area. Students will begin to make choices about their educational and vocational future at this level.

The concept is being assimilated through the reorganization of curriculum around a career development theme. Curriculum guides are being developed and will be used by teachers in the program in addition to their own programs of study. Exposure through visitations both in the classroom and on job sites will also help assimilation.

A unique feature of this program is a set-up that will allow each sophomore to be placed (three times during the year) on a job that he has chosen. This will take approximately half a school day each time. There the student will observe the worker or actually perform some task under the supervision of the worker. Also in the spring, an additional two weeks of career exposure will be offered by allowing students to tour a minimum of four local industries or businesses and agencies to talk with employees and to observe the working man. The selections will be left up to the student.

In the first segment, guidance and counseling are offered in group sessions with the teacher. In the second segment individual and group guidance is available through counselors. The Career Exploration segment offers individual and group guidance to all students through seven counselors. Students in this level are also given the "Ohio Vocational Interest Survey."

Job placement is available to seniors. The placement officer works in cooperation with guidance counselors, cooperative education coordinators, vocational teachers and many local businesses to place students in jobs. This service is designed to keep students in school while working part-time.

Each segment involved in the program has provided a variety of inservice training for its own staff. Special meetings with university and other personnel related to guidance and career awareness and college credit

course have been offered. In addition, staff members and administrators have participated in workshops conducted by the Ohio Department of Vocational Education and various Ohio colleges and interest groups.

In all segments of the career education program community resources have played an important part as sources of information, field trips and speakers. Community participants are actively involved in the evaluation of the program in all of its phases.

Job preparation opportunities are considered limitless as students participate in the program. Specific job preparation courses are available in the high schools, two vocational high schools, an apprentice school and a horticulture center

Process evaluation of the programs will be conducted locally and participants will include staff, parents, students and the community. The program will also be assessed by cooperating in a state-wide plan for evaluating career education programs.

For further information contact: Dr. Tom Scherer, Local Director
Toledo Public Schools
Toledo, Ohio

Warren City Schools
Warren, Ohio

The career education program spans grades K-10 with the 11th and 12th grades being incorporated into the program as students in the lower grades reach this level. There is 100% participation of students in the program in the pilot schools.

The goals of the program are: to see that each student has an adequate knowledge of himself and sense of importance, as well as adequate knowledge of his environment in order to contribute to his home, school and community; to provide to the student experimental opportunities in order for him to make career decisions in a context of change; and finally, that he be able to apply the above interacting elements in the area of career development.

Assimilation will be through inclusion of the career education concept into total curriculum, through inservice workshops; demonstrations and talks by students, parents, workers and other community citizens; through meaningful work experiences set up for selected students through parent participation; and finally, through occupational material available to all teachers, parents and students.

The career education program is included in all major and minor subject areas. It is specifically NOT aimed at the social studies area.

Each segment of the program provides inservice training for its teachers and administrators, mainly in pre-school workshops. Special sources of training are the Superintendent's newsletter, and a News Media Workshop sponsored by a local newspaper.

As a supportive service, the program has developed three career media centers in the schools--a center at each level. The program hopes to accumulate and use accurate, up-to-date and appropriate information as it may relate to the particular levels, motivation, orientation and exploration.

The earliest use of community resources was that of advisory committees made up of business, industrial and lay people. Later came meetings directly with industry. One local industry provided a liaison person to work with career development specifically. An area Industrial Information Institute is helping now in evaluating teacher pre-school tours and workshops. Career Clubs have been formed for 9-10 graders in cooperation with the Explorer Scouts. And many local organizations, The Chamber of Commerce for one, have extended their help.

Job preparation is provided through resource people speaking to classes, field trips to job-sites, as well as through the regular vocational education curriculum and job preparatory testing.

Business in the area has aided job placement by suggesting courses leading to employment based upon the jobs' needs. Many students who are in the part-time work experience program are hired full time at graduation. Students are counseled for college and technical school placement and recruited for known scholarships (help is also given when a student needs a scholarship).

Evaluation of the program is on several levels. There is a year-end evaluation of grades K-6 motivation. Teachers, students and companies evaluate field trips and resource speakers. An attitude survey is administered to students in successive years, and changes are noted. A teacher evaluation of the program is conducted. Beginning this year a follow-up of each graduating class will be kept for occupational trends.

For further information contact: Mr. Michael A. Zockle
Career Program Coordinator
Warren City Schools
261 Monroe Street, N.W.
Warren, Ohio 44482

Racine Unified School District
Racine, Wisconsin

The career education concept is being assimilated into grades 7-12. The program is divided into four segments: 7, 8, 9-10 and 11-12 grades. The percentage of student participation is 75%, 100%, 75% and 60% respectively.

The main objectives of the program are to familiarize the student with his world and provide him with the intellectual tools and rational habits of thought to play a satisfying role in it. The next objective is to promote the development of the basic habits of industry and provide exploratory experiences of the broad array of occupations--this will have three major outcomes: increased self-awareness, ability to analyze jobs and the ability to be more adept at career planning and decision making. The final objective is to provide specific occupational preparation built around significant groupings of occupations that will give students entry level skills and preparation for further schooling or training.

The concept is being incorporated in the junior high through the classroom teacher and the career development coordinator. A full-time vocational guidance coordinator and local vocational education coordinator working as a team provide district-wide leadership and direction. Also, assimilation has been aided by following a Career Education Framework of Reference developed by representatives from all over the state meeting to develop a State model for career education.

Curriculum changes involved reorganization of staff, course changes and additions, and more career development experiences on the junior high level.

Supportive service in the junior high is provided by a career development coordinator available as a resource person to teachers to help prepare special programs. On the senior high level, vocational guidance counselors are available in each of the three schools with a coordinator overseeing. These counselors act as liaison between community and school and assist in placement and follow-up. Co-op coordinators help students through guidance.

Provisions for job placement is provided by the vocational guidance counselors and co-op coordinators. Beyond that, the student is assisted by the State Employment Service.

Community resources are utilized through advisory committees who assist in planning and evaluating. Community resources are being used for speaking engagements, field trips and other activities.

A general meeting is called periodically for all junior high teachers as inservice training. Vocational guidance counselors work with department heads to incorporate the career education concept. Other

sources of training for staff include district-wide workshops (six weeks long), one of which has already been held.

At the present, job preparation in the fields of business education, distributive education, graphic arts, power mechanics, metals, woods and drafting are available, but there is no cooperative program. Plans for the future include preparation in health occupations, foods, child care and data processing with on-the-job training made available.

Evaluation of the program is being collected mainly through follow-up of students. Two years ago a target group of students were studied extensively. Vocational readiness is determined by administering the Gibbons & Lohnes Interview in the 8th grade with a comparison of two groups--one receiving career information and the other a control group.

For further information contact: Mr. Richard Nelson, Superintendent
2230 Northwestern Avenue
Racine, Wisconsin 53404

Byng School
Ada, Oklahoma

The career education program spans grades K-12 and is divided into three grade segments--K-6, 7-9, and 10-12. There is 100% participation in the first segment, 20% in the second, and 40% in the third.

It is the program's goal to dedicate itself to the idea that no youth will leave the school without an occupation or at least an ambition--or at the very least, without a fund of useful information about the world of work.

The specific objectives for each segment are: Grades K-6--develop a positive self-concept, introduce the world of work as it relates to home and school and provide curricular and extracurricular activities in which work is dignified; grades 7-9--provide opportunity for student participation in education activities together with occupational training and assist the student in selecting curriculum; grades 10-12--acquaint students with a number of major occupational fields with on-the-job training, develop understanding of the need for continuing education and provide information to students regarding employment.

Unique to this program is a sheltered-work experience for junior high girls under the direction of the vocational home economics teacher. Further plans include a Day-Care Center where the girls would assist in the care of children from infancy up to the age of five. The school acts as a referral agent for persons in the community who need baby sitters.

Supportive services offered to students in the different grade segments include: guidance and counseling and use of resource speakers (K-6); guidance and counseling, the County Health Department, Tri-County Guidance Center, resource speakers and the State Department of Education (7-9); and for grades 10-12; all of the above services with the addition of aid from Vocational Rehabilitation, the State Employment Service, the State Department of Public Welfare and special services offered at East Central State College.

Inservice training for staff has been carried out through workshops, formal class instruction, training as VR counselors and consultation services with area guidance center, VR, employment service and County Health Department.

Community resources have been organized and utilized through adult classes, the sheltered-work experiences, Career Day and the use of a community facility building located on campus which is used for many of the planned functions.

Opportunities for job preparation include laboratory courses with on-the-job training; cooperation with a school of cosmetology which takes the student all the way to certification; vocational English, math, etc.,

which prepares the student for interviewing and application filing; and health occupation courses which emphasis personal hygiene as well as mental health.

The provisions for job placement have been planned very thoroughly. Public relation representatives from all colleges, universities, and trade schools are given the opportunity to talk to selected groups of students as well as participate in Career Day activities. The full-time vocational counselor spends much time interviewing students for placement and keeping a file of community job possibilities with the help of various employment agencies. Scholarships are offered by both community organizations and faculty, in cooperation with the local state college, to the skilled and academically talented.

Data is being gathered for evaluation of the program through a five year follow-up of each vocational student, regularly held faculty meetings, and records kept of all drop-outs by school and vocational counselors. In addition, Vocational Rehabilitation and the State Department of Education carry out comprehensive formal evaluation.

For further information contact: Mr. Marvin Stokes
Superintendent of Schools
Route 3
Ada, Oklahoma 74820

Harlandale Independent School District
San Antonio, Texas

The career education program spans grades K-12 with three levels--elementary, junior and senior high.

The main goal of this program is to provide saleable skills, develop awareness, awaken interest and induce a realistic self-interest in each student. The objective in the middle school is to provide intensive investigation of occupational clusters. In the senior high the objectives are to provide exploratory experiences, pre-employment preparation, part-time work experience and job placement.

The career education concept is being assimilated into the established academic structure through use of occupational and career guidance resource materials. Use of news media as supplemental instruction is encouraged. Written assignments frequently utilize career oriented topics. In the 8th grade, special classes are offered for intensive inspection of career clusters.

At the elementary school level, supportive services are provided by an elementary guidance coordinator. At the middle school level an additional teacher provides special classes in which students receive assistance in career planning. The entire staff is available as resource persons. Special vocational counselors provide guidance at the high school level.

Community resources have been utilized by forming an advisory committee which has contributed to inservice training programs for staff and has helped provide speakers for classroom visitation.

At the present time, opportunities for job preparation are limited, but vocational shops are offered to teach various skills and several exploratory shop programs are offered with plans for extending the program in progress. Also limited at this time are provisions for placement of students in jobs upon leaving school. At the present, each vocational teacher helps while counselors assist as they are able. Plans are underway to have a job placement specialist who will devote his time to this part of the program exclusively. Students going on to further training or college are aided by homeroom advisors and counselors.

Evaluative survey forms prepared by the Texas Education Agency were used to measure effectiveness through analysis of pupil response. A limited system of follow-up on pupils in occupational education courses is in operation, but a more adequate evaluation program is in the planning stage.

For further information contact: Dr. Callie Smith, Superintendent
Harlandale Independent School District
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San Antonio, Texas 78214

Kansas City Unified School District #500
Kansas City, Kansas

The career education program is divided into three segments: K-6, 7-9 and 10-12. At the present, there is only 14% participation in the first segment, 5% in the second and 1% in the third.

The objectives of this project are to provide students with broad occupational orientation, a variety of work experiences through cooperative education, opportunities for those not previously enrolled in vocational programs to receive specific training in job entry skills, intensive guidance and counseling during the last year and assistance in initial placement.

In order to achieve the stated objectives, the following activities were planned: the hiring of occupational program specialists and media specialists; the acquisition and development of curricular materials on occupations; provision for exploratory work and in-depth training; in-service training for faculty; and the establishment of an intensive guidance program. Curricular changes are being carried out very gradually with career information being added to all offered subjects. Inservice training is available to faculty through graduate credit courses at the state university and summer workshops.

Supportive services available to students through the program include guidance at the elementary level with planned field trips and the use of occupational orientation information. At the secondary level, intensive guidance, placement and follow-up are available.

Job preparation for students will include: vocational welding, woodwork, drafting, auto mechanics, vocational machine shop, electricity, electronics, metals, plastics, typing, shorthand, consumer economics, bookkeeping, clothing crafts, foods, Business English and Business Law. The area community college is offering co-high and college training in the areas of keypunching, data processing and Licensed Practical Nursing and cosmetology.

Work experience as well as placement will be accomplished through coordination with the Kansas State Employment Service, institutions involved in the cooperative education program, National Alliance of Business, Cooperative Area Manpower Planning Systems Agencies, the LEAP program of the Urban League, private business and industry representatives and the Area Vocational Technical School. Potential and recent dropouts will receive preference in job slots allocated through the Neighborhood Youth Corps' In-School and Out-of-School Program. They will also be able to receive training in ten areas at the area vocational school.

As can be seen, community resources have been utilized in planning for the career education program. Personnel in both private and public programs with similar objectives are being requested to assist in developing materials, media and guidelines for the program, as well as assist in developing vocational opportunities.

Evaluation will be a continuous part of the program. Periodic progress reports on all facets of the project will be available. Surveys will be made of: teachers, counselors and administrators, parent and student attitudes and knowledge; and participators; parent and student attitudes and knowledge; and participating community agency involvement.

For further information contact: Dr. Bertram Caruthers, Sr.
Project Director
Unified School District #500
625 Minnesota Avenue
Kansas City, Kansas 61101

Lawrence Unified School District #497
Lawrence, Kansas

The career education program spans grades K-12 and is divided into elementary, junior high and senior high segments. There is 55% participation of students in the elementary segment, 35% in the junior high level and 26% in the senior high.

The main goals and objectives of the program are: to increase student knowledge of occupations through activities in and out of class; to encourage self-evaluation by students of their interests and abilities through success-oriented activities; to develop appreciation of the worth and necessity of all work; to teach students to differentiate between good and poor quality products and services and to use time, energy, and money effectively; to develop skills and attitudes necessary through hands-on experiences and job visitation; to prepare students for future employment through on-the-job training programs; to develop curriculum options in career education at all grade levels; and enlist community support.

The greatest impetus for assimilation of the career education concept has been the organization of three full-time staff members in a career education office. The staff is oriented toward inservice training of teachers, through workshops, graduate extension classes and contact by phone or in person. The staff works to stimulate teachers, to assess and meet their needs, and to communicate the ideas and activities of teachers to other classroom teachers--thus creating a stimulating cycle of communication.

Career education is not intended to be a new course or unit added to the already full curriculum, rather it is a vehicle through which the current curriculum will be made more meaningful for students. It is being fused and correlated with all curriculum areas. The greatest amount of change in the curriculum has been the implementation of IACP World of Construction.

Features particular to this program include: staff orientation toward teacher needs, emphasis on character development and self-awareness, consumer education emphasis, and "Business, Industry and Education Days"--exchange visits on small group basis.

Supportive services available to students include the services of elementary counselors, district social worker, the career education staff, counselors for the junior high and senior high, On-the-Job Training Coordinators (teachers/advisors) and a District School Psychologist. A follow-up study is also being conducted.

Opportunities for job preparation are being provided through five programs: the existing On-the-Job Training program; TRADES (Training and Related Academics Designed for Economic Success)--for potential dropouts; Special Education, a self-contained work-study program; House I Project,

a non-profit employment opportunity for youth in which students run a business for experience; and Career Quest, a program of individual job visitation.

The follow-up study of graduates will hopefully assess placement needs. Kansas State law facilitates placement of students in fourteen Kansas Area-Vocational Technical Schools. This is paid for by the school district in which he is a resident.

Several methods are being followed to evaluate the program. Students are evaluating some of the job-training programs. An instrument to measure interest, knowledge and attitude is being developed, and a pre- and post-instrument will be used to collect data.

For further information contact: Mr. Ernest J. Coleman
Lawrence Unified School District #497
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Lawrence, Kansas 66044

Holyoke Schools, District RE-1J
Holyoke, Colorado

The career education program spans grades K-12 with 100% participation of the students in the program.

The main goal of the school is to provide an environment which stimulates each student to acquire those attitudes, hobbies, skills and understandings necessary for success in the world of work.

Assimilation was obtained through gaining the acceptance of the program by the staff who then incorporated the concept into their instructional program. Each teacher included career information and projects in his teaching. Workshops were added to the curriculum and at the ninth through twelth grade level, classrooms were literally extended into many areas of the community.

Supportive services available to students include guidance and counseling services, community resource persons, on-the-job training and field trips to local businesses.

Inservice training has been provided by a two-week summer workshop at the University of Northern Colorado and special planning meetings held during the school year.

The community was utilized in planning, actualizing and evaluating the program. An advisory committee made up of lay people helped in the evaluation. The community at large aided through supplying resource persons, on-the-job training and publicity.

Students who complete the on-the-job career exploration process, often are hired full time. Other students are led to further study at various technical and trade schools, community colleges and four year colleges.

For further information contact: Dariel Clark, Superintendent
Morlan & Gordon Streets
Holyoke, Colorado 80734

Las Animas Schools
Las Animas, Colorado

The career education program is divided into three segments: kindergarten-5, 6-8, and 9-12 grades. The percentage of students involved in the program runs 40%, 100%, and 80% respectively.

The primary goal for Career Education is to develop positive attitudes toward a vocation from grades kindergarten through 12 by encouraging techniques of learning, skills, confidence, and the satisfaction and joy of feeling a sense of accomplishment. More specifically, the program's objectives are: achievement of an acceptable level of proficiency in reading, writing, speaking and computation; recognization of individual strengths and weaknesses in oneself and others; knowledge of home, community and nation; and increased competency and proficiency in the development of marketable skills. Awareness, then orientation and finally, exploration and training.

Strategies for installation of Career Education into the curriculum are based on more pre-career and realistic exposure to worker responsibilities and requirements. This is done through consultants who aid the classroom teacher with demonstrations, discussions and presentations coordinated by a full-time guidance counselor. Curriculum changes have aided the installation of the Career Education Program by offering new classes, scheduling two-year career training programs and offering individualized instruction for those students involved in work-experience jobs outside of the school.

The supportive services available to the student in all three grade segments have come from both the school system and the community, with excellent use being made of community resources. Unique to the program is involvement with the state junior college area vocational school (CAVOC); interviews with career people giving the "good" and "bad" side to a particular field; and career counselors who visit the students, teachers and parents in small groups on an individual basis. School counselors cooperate with other outside agencies such as camps, employment services, civic organizations, Home Demonstration clubs, extension agents and an area vocational guidance specialist to assure business-industry contacts are available for guidance, job placement and part-time work experience. The Citizen Advisory Committee helps in the evaluation of the program's needs and the gaining of community acceptance.

Inservice training for administrative and teaching staff is provided mainly through individual study, but the use of special workshops at the beginning of the school year, the availability of the vocational counselors, and the use of school bulletins and newsletters provide positive education implementation of the program.

Provisions for job placement or further training for students leaving school are made mainly through the use of state-wide computer placement service and through CAVOC job placement office. In the case of drop-outs, the Job Corps is consulted.

Evaluation of the success or failure of the program will be carried out in several ways. Students will be given the opportunity to state how well they like school, various jobs, etc., through an Attitude Survey. Tests such as the OVIS, GATB, and ASVAB will be given; and finally, the school will carry out a yearly follow-up of the student after leaving school until the fifth year.

For further information contact: Mr. J. B. Morris
Las Animas Schools, Bent School District
1214 7th Street
Las Animas, Colorado 81054

Helena Public Schools
Helena, Montana

The career education program spans grades K-12. The percentage of participation in each grade is as follows: 1 - 37%, 2 - 53%, 3 - 30%, 4 - 43%, 5 - 28%, 6 - 63%, 7 - 85%, 8 - 81%, 9 - 48%, 10 - 23%, 11 - 72% and 12 - 85%. The program is mainly limited to 7-12 grades at this time.

The main goals and objectives of the program are: to broaden occupational orientation aspirations and opportunities for youths (including those who are academically, socio-economically or otherwise handicapped; to identify dropouts and plan preventative and remedial programs for them; to develop new opportunities for work experience and cooperative education; to achieve a more realistic picture of job opportunities and use such information in training for employment; to develop employability of students; to assume responsibility for placement of students; to make greater use of existing school facilities (summer); to conduct in-service training; and to improve the status, scope and image of vocational-technical education and promote expansion.

The career education concept is being assimilated by an assessment of current staff attitudes through use of an opinionnaire survey; through teacher participation on an optional basis; through maximum use of existing vocational education programs; and through integration of career education units into any and all academic subject areas.

Features particular to this program are voluntary participation of both teachers and students; team teaching; and use of either the occupational cluster approach or study of one occupational area.

Curriculum changes that have taken place include allocation of time for career education at all grade levels, as well as the inclusion of career information in regular courses.

Guidance and counseling services are available to all students in grades 7-12. Also guidance and counseling are available to minority students through a counselor who is also of minority group. Other services are in the planning stage at this time.

Inservice has been provided for individual groups of elementary principals, social studies teachers, and counseling staff. Approximately four hours of inservice has been conducted for the entire instructional staff of the school district.

Community resources have been utilized through a 25 member community advisory committee which meets with the project staff periodically and forms study committees when necessary. Another 35 member committee has been set up from the community to help with a third party evaluation. A cooperative effort with a local service club is currently being made to up-date a directory of community resource people. Also project staff are meeting with service clubs to encourage involvement of community.

Opportunities for job preparation are being provided for grades 11-12 through the Vocational-Technical Center and the Home Economics Department. Provisions for placing students in jobs or further educational programs have not yet been made.

Evaluation of the program is presently being carried out by a project evaluator who is analyzing data collected through the use of an opinionnarie. This data will soon be available in terms of a baseline guide.

For further information contact: Mr. Rober Bauer
Helena Vocational-Technical Center
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Helena, Montana 59601

Watertown Public Schools
Watertown, South Dakota

The career development project spans grades K-12 and is divided into two main segments: K-6 and 7-12. One-hundred percent of the students are involved to some extent in the program.

The main objectives are: to implement inservice occupational counseling programs for counselors; to integrate career information into the curriculum with opportunitites provided for student exploration; to identify potential dropouts; to implement work experience and occupational education programs; to provide training in job entry skills to students previously not enrolled in vocational programs; and to offer intensive occupational guidance, counseling and placement during the last years of school.

Assimilation of the concept is being aided through audio-visual previews, small group teacher involvement and demonstration lessons all generating teacher interest.

The use of experimental exploratory activities in the elementary grades through electronics kits, model steam engines, erector sets, microscope sets, geology equipment and tools and equipment is particular to this project.

This program is designed to effect as few curricular changes as possible. Rather, there is a re-direction of the emphasis on career opportunities within the established school programs, but research is being carried out for a possible complete restructuring of the junior high curriculum.

Inservice training for faculty and counselors has been through two week-long summer workshops with consultants from business, industry and major universities; meetings with career development staff members; and through the instruction of an elementary curriculum specialist.

Supportive services available to students include an occupational information center at the junior and senior high school levels which provides published information, films, and tapes. Also the program has an occupational counselor and a work experience coordinator. These two specialists staff the center and their functions are to counsel, test and place students as well as distribute information to the teaching staff.

A satellite program of the project is the Multi-District Career Center and the Lake Area Vocational-Technical School. These stress three avenues in job preparation: job entry, post-secondary vocational school placement and pre-college training. Job preparation is available to potential dropouts and disadvantaged students through a special program in the format of cooperative vocational education with on-the-job experience. The full time occupational counselor and work experience coordinator are responsible for all placement as mentioned above. This includes further schooling, direct entry into the labor market, armed forces and marriage.

Community resources are being utilized through an Advisory Committee comprised of a broad cross-section of the community. The Rotary Club is assisting through a special project. A "parent and friend" survey has helped identify community resources, and, through mailings, the entire business community has been contacted for field trip listings.

The project is being evaluated through student questionnaires, statistical follow-ups and testing.

For further information contact: Mr. Clayton D. Carlson
Local Director
Career Development Project
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Watertown, South Dakota 57201

Carbon County School District #3
Rawlins, Wyoming

The career education program spans grades K-12; it is divided into four segments; K-7, 8, 9-10 and 11-12. While the 8-12 grade programs have been implemented, the K-7 segment is just being put into action this year. The percentage of participation is as follows: K-7--23%; 8--100%; 9-10--65%; and 11-12--23%.

The objectives of the program are divided into four phases corresponding to each of the four grade segments. They are: attitude development program, career orientation program, career exploration program and career preparation program.

Assimilation of the career education program has been advanced by the building of a new occupational education center and a Federal grant for in-service training for faculty in the attitude development program (K-7).

Particular to the K-7 segment is the utilization of learning activity packages making it possible for students to work on an individual basis in a contained classroom setting. The career orientation program (grade 8) has the unique feature of interaction of industrial arts with social studies. The career exploration program offers on the ninth grade level at least four nine week exploratory experiences. The career preparation program (11-12) features the concept of occupational clusters and is based completely on behavioral objectives. It is also completely individualized.

An attempt has been made to have some of the classes in the academic area concentrate more on occupational aspects of their discipline such as mathematics which has added courses in business mathematics. But the most obvious change in curriculum has been the reduction in enrollment in strictly academic subjects at the high school level.

Supportive services have not been extensively developed. Three guidance counselors are available to high school students and one each to junior high and elementary students. The director of the occupational education center is working with the local employment agency to secure jobs for students with saleable skills. However, these placements have been limited up to now. The program does have a cooperative education aspect which allows students to gain some of their training on-the-job in the community.

Inservice training for teachers in the elementary grades is just beginning. They will participate in workshops to learn the principals of activity packages dealing with attitude formation. In the upper levels, career education staff together with advisory personnel from the community, are instructing teachers.

Community participation began with the formation of an advisory board made up of 16 people from the community to give input to the program. Furthermore, businesses in the community have cooperated in providing practical job experiences for students. In the 1972-73 school year business and community will be used for an extensive evaluation of the career education program. As of now no data has been gathered, nor has an effective evaluation of the program been developed.

Opportunities open to students for job preparation is through working on actual job situations. These situations include repairing televisions and small appliances, printing materials used in the community and school, drafting plans for houses and repairing automobiles.

For further information contact: Mr. Alfred W. Koch, Local Director
Carbon County School District #3
Rawlins, Wyoming 82301

Tucson Public Schools
Tucson, Arizona

The career education program is comprised of all grades K-12 divided into three segments: K-6, 7-8, and 9-12. One-hundred percent of the students in the K-6 and 7-8 segments are participating while the number in the 9-12 segment is unknown--students participate on a volunteer basis only at this time.

The overall objective is to broaden occupational understandings, train and place youth, particularly the actual and potential dropout. Through use of counseling, a resource person, information materials, work conditioners, evaluative methods, cooperative vocational programs, placement services, manpower agencies, the Model Cities Project and the multi-agency approach for alienated youth, the program plans to reach its main objectives.

Though the career education concept has been an integral part of this program, it has not been used to its fullest. A greater assimilation is planned by bringing into play community resources, inservice training for teachers, and Model Cities administrative staff and aides. Classroom teachers will assimilate the material as they see a need.

Particular to this career education program is the provision of real hands-on experience in the elementary grades, a change from Industrial Arts to "World of Construction"/"World of Manufacturing" in junior high, and crash programs, increased liaison with community for senior high students and out of school youth.

Due to late funding on Federal and state levels, implementation of the program is not on schedule, therefore there has not been a major curricular change. Rather changes are now being conducted on an individual basis.

Personnel providing supportive services for students in the program are counselors, a Coordinator of Occupational Services, and a part-time psychologist. Guidance, placement and follow-up are being delegated to program staff with the help of the Palo Alto Educational System. Close relations with the Model Cities staff is helping to identify students in need of the career education program, while placement is being aided with the help of a nearby Air Force Base and private industry in the area.

Inservice training for school administrators and teachers is being carried out by means of regularly scheduled meetings to involve them in the planning and implementing of the program. Also, an extension course available to participating teachers is offered by the state university. Other plans for training are being considered at this time.

The initial thrust of community involvement in the program came from the Model Cities Educational Committee. An advisory board has been set up utilizing the staff of the Education Committee, the director of the Bureau of Apprenticeship, and a representative from a private construction firm. There are plans to add a representative of Model Cities. Other input information has been gathered from the community at employee/employer levels.

Evaluation data of the program is being gathered through pretesting and posttesting. Also being used are monthly activity reports and the follow-up of the Palo Alto Educational System.

For further information contact:

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Model Cities Exemplary Vocational Program
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Tucson, Arizona 85717

Ceres Unified School District
Ceres, California

The career education program spans grades K-14 (post-graduate). The goal of the project is to restructure existing curriculum to provide individualized learning motivation for each K-14 student. The objectives are: to develop positive attitudes toward work and provide a specific goal for each student; to provide immediate access to occupational information and guidance services; to develop an articulated curriculum that builds from attitude to general interest to specific interest, to on-the-job training and to placement; and to involve the community in every phase of the program.

Assimilation is being achieved through a total revision of all aspects of the school system. Most areas of the curriculum are being rewritten to direct the study toward career clusters.

The program is divided into five basic segments: attitude building, pre-school-3; career orientation, 4-6; career exploration, 7-10; career preparation, 10-14; and career placement, 12-14.

The program has two special features that are unique. High school students attend community college classes in vocational education. Also, a mobile vocational guidance service has been developed for disadvantaged students (English and Spanish speaking).

Supportive services available to students include: guidance, placement, and follow-up. In addition, adult guidance is provided.

Inservice training has included retraining of all present counselors and workshops for all administrators and teachers.

The community's resources have been utilized by establishing advisory boards made up of business leaders, parents, students and industry which are involved in all stages of the program.

Job preparation is available to students through planned participation with the community college, industry and businesses in the area. The main career clusters that the project is focusing on include: service, managerial, processing, clerical, fabricating, social, and distribution.

Placement services are provided by the school district and have been operating through a Regional Occupational Program for several years.

Evaluation of the project was designed and conducted by an outside non-profit agency in conjunction with the project staff. It will furnish both process and product information. Process evaluation will act as a guidance system and signal when the project is going awry. Product evaluation will furnish information about each objective in terms of congruence between final outcomes and expectations. Project evaluation will utilize pre-project data, project data, process data and post-project data.

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Springfield Public Schools
Springfield, Oregon

The career education program spans grade segments 1-6, 7-9 and 10-12. There is 13.5% participation of students in the Career Awareness segment (1-6), 90% in the Career Exploration segment (7-9) and 33% in the Career Clusters segment (10-12).

The program has seven overall career education goals: to provide sufficient career experiences and information at all grade levels; to prepare students with skills and knowledge necessary for entry into future employment; to provide socially and economically relevant education; to provide adequate and continuous guidance; to provide curriculums in career education; to utilize all personnel in the achievement of career education objectives; and to provide systematic evaluation to assure the program's relevance. First through sixth grades will stress awareness, seventh through ninth will stress exploration and tenth through twelfth will stress on-the-job experiences and learning entry skills.

Visitations to outstanding programs by staff, advisory committee members and administrators resulted in increased efforts of implementation. Also, over 300 staff members have been involved in inservice programs in group processes, communications and curriculum development which focused on the occupational life role in order to aid assimilation.

Curriculum changes have included more flexibility, more release time and use of learning packages for the career clusters.

Supportive services available to all segments in the program include guidance--both personal and group sessions; O.I.A.S. (Occupational Information Access System) which is a computer assisted information system; and follow-up studies which are partly compiled by VERIFY, a state coordinated follow-up. Also, the GATB test is utilized by each senior high for guidance purpose.

Student placement is presently on both a formal and informal basis. Several guidance personnel are assigned to this function, but some placement occurs through the cooperative work experience program. A plan for an organized and systematic placement program has been developed.

One of the major efforts of the program has been inservice activities for faculty and staff. Through cooperation with Oregon State University more than 300 staff members have been affected.

Community involvement is another primary objective of the career education program. The community and students have participated in discussion and planning sessions through several mediums: advisory committee, field trips, speakers, resource lists and parent participation.

Students participating in the career education program are prepared for three primary placement alternatives: entry level jobs, continuing education of all types and armed forces. A program at a local community college

will assist senior high students become more proficient in an employment area without unnecessary repetition of training.

The following sources are being used for evaluation of the program: district follow-up studies, Project VERIFY, community surveys, Project C.O.R.E., and an advisory committee survey.

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Puyallup School District
Puyallup, Washington

The career education program is divided into three segments: kindergarten-sixth grades, seventh-ninth and tenth-twelfth. Student involvement in the program is high, especially in the seventh-ninth grades segment.

The overall objectives for the program are to be implemented by 1976, at which time 100% of the students leaving school will have participated in learning experiences that will assist them in their role as homemaker/wage earner; 60% leaving school will have a saleable skill and will be placed in a job. Counseling and assistance will be open to all, graduation requirements will be adjusted and disadvantaged students will have related training available to them. Specifically, the kindergarten-sixth grade goal is to increase awareness of career opportunities and develop positive attitudes. In grades 7-9 the aim is to give every student the opportunity to select, study and plan their educational program and career training. The aim for the 10-12 grades is to provide up-to-date information, counseling and the means for gaining the desired skills.

Assimilation is being carried out through a pilot project in the kindergarten-sixth segment, whereas the seventh-ninth segment is being reached mainly through the choice of electives which include units in career awareness. In the tenth-twelfth level, new semester courses and work-experience programs in and out of the school have been added. The next five years of this program will find opportunities for training open in plastics, interdisciplinary aviation, child care, electronics, etc.

Supportive services available to the student include guidance and counseling to all secondary students; instructors and vocational counselors who serve as contacts between the business community and student by referring known job openings to prospective students; and finally, participation in a state-wide computerized follow-up system which surveys graduates concerning their employment and its relation to their training.

In order to actualize the career education program in the school system, both inservice training for school staff and community resources have been utilized. School staff and instructors are required to meet State certification and attend conferences, seminars and other special programs set up to supply the information they need concerning jobs and training required for various careers. From the community, a General Advisory Committee composed of 21 representatives from 21 occupational areas serve as input. At this time, it is the responsibility of these two groups--school staff and Community Advisory Committee--to assist students in job placement and future training. This will be minimal though, until a placement coordinator is employed.

Data to serve as evidence of success or failure of the Career Education Program is being gathered in each segment. The elementary segment is mainly being evaluated through pre- and post-tests of student awareness of vocations. It is hoped that this testing will be carried out in the future as the student reaches higher grades. Enrollment growth in the vocational programs and surveys of the number of students employed in various jobs in relation to their training are now being studied in the upper grades.

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Renton School District #403
Renton, Washington

At the time of this self-study, the career education program was not underway but in the planning stages in this school district. The program will begin January, 1972 and will cover two grade segments: K-5 and 6-9.

The main goal of the K-5 segment is to develop occupational awareness for elementary students. The goal of the 6-9 level is to develop an occupational exploratory program. The awareness stage will be characterized by its informational nature, while the exploratory program will provide basic skills, knowledge, understandings and attitudes essential to vocational decision-making.

The program will have personnel filling the following posts: Project Co-directors, who will insure that the scheduled project activities are conducted in accordance with the project plan; Team Leader; instructor in crafts, woods, metals; instructor of office procedures, typing, shorthand; instructor of crafts and art; a counselor and a distributive education and diversified occupations instructor.

Evaluation will be carried out by the staff under the direction of the Team Leader.

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